



The

Early College High School Initiative

What Is the Cost of Planning and Implementing Early College High School?

Michael Webb, Ed.D.

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Early College High School Initiative

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Early College High School Initiative

Early college high schools are small, autonomous schools that blend high school and college into a coherent educational program:

- They are designed so that all students can achieve two years of college credit at the same time as they are earning a high school diploma (within four to five years of entering ninth grade).
- Students start college work based on their performance.
- All students prepare to complete a Bachelor's degree.
- By reaching out to middle schools or starting with the seventh grade and providing extensive support, early college high schools ensure that all students are ready for college-level courses in high school.

More than 150 early college high schools will open by 2007, serving about 50,000 students. Early college high schools are designed for young people who are underrepresented in postsecondary education—students who have not had access to the academic preparation needed to meet college readiness standards, students for whom the cost of college is prohibitive, students of color, and English language learners.

Early college high schools serve the developmental and intellectual needs of young people. They remove major barriers to postsecondary access and success. Students are rewarded for hard work by the opportunity to accelerate their education and to earn two years of college credit without charge. The physical transition between high school and college is eliminated, along with the demands of applications for admission and financial aid. And learning takes place in a personalized environment in which rigorous work is demanded and supported.

Jobs for the Future coordinates the Early College High School Initiative.

For more information, visit www.earlycolleges.org.

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What Is the Cost of Planning and Implementing Early College High School?

Executive Summary

In 2003, the Early College High School Finance Working Group undertook to determine the costs of planning and implementing early college high schools. This pilot study, reporting on that research, is based on actual budgets developed for current and planned early college high schools. Six budgets are included: three for schools on a public two-year college campus and one each for a school on a public university campus, a charter early college high school, and an early college high school at which all college courses are taught on the high school campus.

This pilot study begins to answer three questions:

- What are reasonable costs and funding streams for planning and implementing various early college high school designs?
- How do ECHS costs differ from those for traditional high schools?
- How do projected revenues and costs for planning and full implementation vary across ECHS designs?

The questions were posed to help explore the feasibility and sustainability of early college high schools. These schools are intended to reshape the structure of the high school years: by compressing the time to a college degree and removing financial and other barriers to college, they are designed to improve high school graduation rates and better prepare traditionally underserved students for family-supporting careers.

The study also tracks relationships between budget items and a set of early college high school design elements. A template, developed in collaboration with the Finance Working Group, has made it possible to begin correlating expenditures and essential school elements to provide insight into how early college high schools use budget resources to accomplish their goals. These include each student's attainment of two years of college credit or an Associate's degree, along with a high school diploma in four to five years. A detailed analysis of each design shed light on the strategies schools intend to pursue for helping students succeed in a rigorous academic program, including college-level studies.

While there are limitations to comparisons of early college and regular high schools, the pilot study suggests that costs for fully implemented early college high schools appear to be generally on par with costs of regular public high schools. However, the comparison is presented with caution. Regular public schools do not receive the entire per pupil allocation. Part of the allocation is retained by the district to cover the cost of doing business (e.g., facilities and maintenance costs, utilities, payroll services). Further research is required to identify the percentage or range of per pupil allocations retained by school districts that sponsor early college high schools compared to the amount of the per pupil allocation that flows directly to the school.

In addition, early college high schools combine aspects of secondary school and higher education. The degree of programmatic blending and sharing of resources across different designs necessitates further investigation before the range of actual costs can be projected most accurately.

The pilot study found that revenues and funding streams for early college high school have been problematic, and few school planners have adequately determined how to pay for the combination of high school and college costs, including coordination and collaboration, tuition, books, and fees. For example, school districts and postsecondary institutions have often been at odds regarding who should pay the costs associated with high school students taking college courses. Based on the budgets reviewed in the pilot study, the estimated gap between projected revenues and costs, including the start-up, planning, and full implementation phases, ranges from 4.5 percent to 12 percent.

Revenues included in the six budgets were per pupil allocations based on student enrollment (ADA or ADM), tuition reductions, federal entitlement aid (such as Title 1 and Title V), state grants, charter grants, and in-kind contributions (both expenditures and revenues). As early college high schools mature, they undoubtedly will tap into a wider pool of grants. However, “soft” funding cannot be viewed as a long-term strategy for funding sustainability. Possible strategies for ensuring the financial viability and sustainability of early college high schools include extending the years students can draw down ADA or ADM, permitting the use of ADA or ADM to pay for college classes, and allowing higher education institutions to claim FTE for dual enrollees (i.e., reimbursement a state allocates to postsecondary institutions based on the number of college credits a student is taking).

Despite several limitations, the findings of the pilot study are suggestive. For example, if, as the preliminary data suggest, average costs for early college high schools nationwide are within the range of average per pupil allocations, even given the limitations cited, investments in early college high school actually buy much more, providing students with opportunities to earn significant college credit while in high school. Additional work, including analyses of actual operating budgets over two to five years and studies of cost effectiveness or return on investment are required to build on this preliminary work.

The study concludes with three recommendations based on the preliminary findings:

- Increase the investment in planning and start-up of early college high schools.
- Develop financial and academic plans that clearly distinguish early college high school design elements.
- Ensure formal structures and operating procedures to build and sustain secondary/postsecondary collaboration.

What Is the Cost of Planning and Implementing Early College High School?

Introduction

Since the inception of the Early College High School Initiative, many questions have been raised regarding the current level of financing for the schools, including how to cover the tuition costs of up to two years of college credit. ECHSI intermediaries¹ have raised concerns over the adequacy of planning and implementation grants available to local partnerships. The intermediaries and schools have questioned whether the same budget assumptions can be applied to early college high schools as to other small schools; if not, what accounts for the difference? Unlike other small schools, early college high schools are blended institutions that require coordination and collaboration across two disparate entities: high schools and institutions of higher education. Therefore, the staffing necessary for coordination and planning may differ from that of other small schools.

To gain a better understanding of the budget and finance needs of early college high schools, a working group comprising Jobs for the Future and school and intermediary representatives convened to:

- Review budgets from early college high schools that are either open or planning to open during the 2004-2005 academic year;
- Identify a range of early college high school designs, including finance structures and implications; and
- Develop standard budget templates for capturing both projected costs and revenues for three to five early college high school models.

Working group members included school leaders as well as intermediary staff. The working group met in October 2003 during the national conference *Double the Numbers* and again, during in December 2003. In addition, the group met twice by conference call. The members took responsibility for identifying school budgets that accurately reflected the costs and revenue streams for early college high schools. Over the course of several months, the budgets were refined and clarified. Budgets were organized using a standard template, which the group formalized. The template covers five years, including a planning year. The working group met again in May 2004 to review progress and identify additional work necessary to complete the analysis.

The group identified four early college high school designs for the analysis: on the high school campus (one budget), on a public two-year college campus (three budgets), a charter early college high school (one budget), and on a public university campus (one budget). In all, the analysis includes six budgets.

¹ The initiative operates through a collaboration among 12 intermediaries: Antioch University Seattle, City University of New York, Foundation for California Community Colleges, Georgia Department of Education and the University System of Georgia, Jobs for the Future, KnowledgeWorks Foundation, Middle College National Consortium, National Council of La Raza, Portland Community College: Gateway to College, SECME, Utah Partnership, Woodrow Wilson National Fellowship Foundation. In addition, state-based early college high school efforts in North Carolina and Texas are affiliated with the initiative.

These designs are representative of the initiative as a whole. Three budgets are for schools located on the campus of a public two-year college. The largest number of current and planned early college high schools fit this model. Early college high schools enroll up to approximately 100 students per grade. Two of the budgets are for schools with a maximum enrollment of 400 students, and a third is for a school of 300 students. One budget, for an early college high school on a two-year campus design, is for a maximum enrollment of 290 students. One of the two-year college budgets is for a new middle college early college that supports an enrollment of 480 students at full implementation.²

The budgets project revenues and costs based upon the school development experiences of the sponsoring organizations. In the case of the one converting school, the budget captures actual costs and expenses. Budgets vary based upon the size of enrollment, state or local funding allocation, teacher and staff salary structure, school location, and other factors.

Currently, the Early College High School Initiative includes forty-six schools that were either in operation or opened in fall 2004.³ Approximately half of the schools are sited on the campus of a postsecondary partner. Twenty of the schools are sited on a two-year college campus. Four are sited on a university campus. The remaining are sited off campus or, in the case of two schools, the site has yet to be identified.

While budgets are by nature projections, the analyses provide a useful and interesting glimpse into the various ways that planners envision financing their schools. The projections take into account the experience and expertise of budget planners from both secondary and higher education. JFF will follow up on this work to continue learning about the costs of implementing various early college high school designs.

The Early College High School Initiative

The Early College High School Initiative represents a bold idea: that places where high school and college meet can provide the personalized, coherent education and meaningful credentials that set young people on a path to success in work, college, and life. The initiative targets students who are under-represented in higher education—students who have not had access to the academic preparation needed to meet college readiness standards, students for whom the cost of college is prohibitive, students of color, and English language learners. Most early college high schools are collaborations with two-year colleges. Many two-year colleges have considerable experience serving high school students because they are partners in the great majority of dual/concurrent enrollment programs nationwide.

The initiative is based upon a “theory of change”: by changing the structure of the high school years, compressing the number of years to a college degree, and removing financial and other barriers to college, early college high schools have the potential to improve high school graduation rates and better prepare traditionally underserved students for family supporting careers. The *ECHS Core*

² Middle College High Schools are high schools located on a two-year college campus. Their mission is to help under-performing students meet high academic standards. In 2002, the Middle College National Consortium, a professional development organization that provides ongoing technical assistance and support to middle college high schools, received funding to convert or create middle college early college high schools.

³ Approximately 100 more schools will open in the following four to five years.

Principles articulates the important role that early college high schools might play in helping to transform public education.⁴

Early college high schools blur the distinction between secondary and postsecondary education. Students complete a four- or five-year course of study that leads to both a high school diploma and two years of college credits or an Associate's degree. These schools organize their curriculum, instruction, and student support to prepare young people for success in college-level work by the tenth or eleventh grade.

Methodology

A standard budget template (Appendix 1) was created to capture information necessary to answer three questions:

- What are reasonable costs and funding streams for various early college designs?
- How do early college costs differ from those for traditional high schools?
- How do projected revenues and costs for planning and full implementation vary across ECHS designs?

Ostensibly, costs for early college high school should differ from traditional high school designs due to the following overlapping design variables:

- *Program structure*: Leading to an Associate's degree, or two years of college credits;
- *Planning and coordination*: Involving high school, college, and other stakeholders;
- *Acceleration*: Getting student skills up to grade level, preparation for rigorous instruction, and support for students' academic advancement in a college course of study; and
- *Financing*: Costs associated with college courses, tuition, fees, college textbooks.

Table 1 summarizes early college high school design elements. The budget template captures both projected costs and revenues related to these design variables. The template includes projected costs and revenues for pre-implementation planning and full implementation of early college high school. These costs and revenues are presented in Tables 2-4.

⁴ The *ECHS Core Principles* outlines the rationale, goals, and expectations for the Early College High School Initiative. It can be viewed at: <http://www.earlycolleges.org/Library.html#CorePrinciples>

Table 1. Early College Design Elements

Program Structure	
School Autonomy	Congruent with district policy, school-based authority on issues of governance, staffing, budget, student assessment, curriculum, scheduling, professional development, access to school and student data, parent and community involvement
School Mission	Articulated mission and vision for the school, including student outcomes consistent with ECHS, career focus or theme, community service, internships
Student Recruitment, Selection	Emphasis on students who are under-represented in higher education, including low-income students, students of color, first-generation college-goers, English language learners
Number of Years	Identification of plan for length of time most students are expected to complete outcomes, including high school graduation, 60 college credits, Associate's degree
Curriculum, Scope, and Sequence Leading to High School Diploma and AA/Two Years of College Credits	An academic plan showing how students will progress toward goals, including high school, college, and dual-credit courses by semester and year for each year (and summer school, where appropriate), when they will satisfy district and state examination requirements, and when they will complete other school requirements, such as community service, internships
Location	For early college high schools on a college campus: An appropriate facility for carrying out instructional and other integral activities based upon the mission and vision For early college high schools not located on a college campus: Strategies and activities for fostering a college-going culture, including campus visits, weekend, Saturday, and summer programs on campus
Planning/Coordination	
School/Higher Education Collaboration	Formalized and ongoing procedures or structures enabling high school and higher education partners to plan and implement a coherent program across institutions, identify issues and challenges, and solve problems; budget reflects resources for supporting ongoing collaboration of high school and higher education, including planning, evaluation, and college liaison
Community Engagement	Outreach to and involvement of parents, community, and other stakeholders
Acceleration	
Student Preparation for College Work	Getting student skills up to grade level; research-based strategies and practices to develop student mastery of skills for success in college-level work. Integration of technology; strategies and practices aligned with school mission, academic goals, and an assessment of students' personal and academic needs. Low student-teacher ratio Examples of resources for student preparation include middle school enrichment programs, AVID, Seminar, American Diploma Project, Standards for Success, ACT/Explore, American Social History Project, and computer-assisted instruction. Student support structures, including advisories, , student cohorts, tutoring, learning communities, mentoring, guidance services offered by the early college high school and/or college partner
Instructional Practice	Qualified teachers and instructors identified, based on local and state certification and other regulations, who will teach college and high school courses; budget reflects resources for ongoing collaboration of high school and higher education faculty in course planning and professional development; ongoing professional development to personalize learning and accelerate students' academic advancement based on program goals and assessed student needs
Student Transfer and Transition Options	Counseling and support that help student completers to gain financial aid and admission to four-year colleges and universities, enter postsecondary technical certification programs, or employment, including college career guidance and placement services
Financing	
Tuition, Fees, College Course Costs	School plan for supporting strategies and activities required to accomplish mission and goals; plan includes how students will earn 60 college credits or Associate's degree

The analyses included five early college high school designs:⁵

- College in the High School;
- Middle College National Consortium;
- Early College High School on Public Two-Year College Campus;
- Early College High School on Public University Campus; and
- Charter School Early College High School .

College in the High School

These schools are located on high school campuses or in autonomous high school facilities. College courses are taught in the high school by college faculty or adjuncts. Whether new or converting, such early college high schools implement a five-year course of study with strong student support components. While the *power of place*, that is, the importance of immersing students in a college environment, is a key ECHS design element, College in the High School is an appropriate model for rural or isolated communities, places without proximity to a college campus, and where transportation is a major challenge.

Remediation takes place during the ninth and tenth grades, to prepare students to do college-level work. Ninth and tenth graders attend only high school-level classes. Mentors begin working with students in ratios of approximately 1 to 20 in ninth grade and remain with students through high school and the attainment of the Associate's degree. Students move through the program in cohorts. By the eleventh grade, 20 percent of their courses on average are college level. In twelfth grade, 50 percent or more of their courses are college-level. Students who need an extra year to complete degree requirements remain for a thirteenth year. During that year, all courses are college-level. College classes use the same syllabi and requirements as courses offered on the campus of the credit-granting postsecondary partner.

The design used in this analysis is based on 90 quarter credits, rather than 60 semester credits. This example is important because many colleges are organized based on a quarter system.

Middle College National Consortium

New and converted middle college early college high schools are located on the campuses of two-year colleges. New and converting middle college high schools implement a five-year course of study based on a highly specified academic and student support model. Schools may or may not have self-contained, identifiable space on the college campus for offices and high school classes.

The model includes all high school classes in the ninth and tenth grades, and half high school, half college classes in the eleventh and twelfth grades. During the thirteenth grade, students take a full load of college classes to complete requirements for an Associate's degree. (Some of the students may have a high school diploma already.) Students move through the program in cohorts, which facilitates a range of supports, including peer support and the involvement of an adult who gets to

⁵ See Appendix 2 for a detailed review of the school designs included in the analysis.

know them well and who follows closely students' progress. Adults serve as mentors and teachers for student cohorts. Small groups of high school students who take college courses are integrated into the courses with other college students.

Early College High School on Public Two-Year College Campus

This example includes a range of school types. The early college high schools may have self-contained, identifiable space on the college campus for offices and high school classes. Schools implement an academic plan of up to five years based on requirements for a high school diploma and an Associate's degree or two years of college credits. Variations include the grade in which students enter the early college high school (e.g., some designs are for grades 11-13; others cover grades 9-12 or 9-13), whether students progress through the school as cohorts (e.g., some programs have individualized student academic plans); inclusion of a career or technical focus (e.g., some schools require students to select a major concentration in a technical area); and plans for student supports (e.g., some designs include looping to connect a group of students to a teacher/advisor over multiple years). High school students who take college courses are often integrated into the courses with college students.

Early College High School on Public University Campus

An early college high schools on a public university campus faces several challenges in addition to those confronting two-year colleges. Most states with postsecondary enrollment option policies focus on providing high school student access to college work through two-year colleges. Funding and finance options for dual or concurrent enrollment favor two-year colleges; for example, many states provide for FTE reimbursement to community colleges in order to pay for college courses taken by high school students (i.e., reimbursement a state allocates to postsecondary institutions based on the number of college credits a student is taking). Many states also allow school districts to transfer part of per pupil allocations (i.e., ADA or ADM) to institutions of higher education based on the percentage of time high school students are enrolled in college classes.

It is far less common for states to allow these types of funding arrangements to exist with universities. In addition, tuition and fees are usually higher in universities than two-year colleges. Institutional culture also presents a challenge. Most universities lack the experience of the two-year public college sector in offering dual/concurrent enrollment programs for high school students.

The early college high schools may or may not have self-contained, identifiable space on the college campus for offices and high school classes. Schools implement an academic plan of up to five years based on requirements for a high school diploma and an Associate's degree or two years of college credits. High school students who take college courses are integrated into the courses with other college students.

Charter School Early College High School

In all the above examples, the early college high school is a public school, under the jurisdiction of a school district, even if the school is on the campus of a postsecondary institution. The district and postsecondary institution partner to provide predetermined resources and bear a predetermined level of responsibility for costs, including staff salaries, facilities, and costs for attendance in college courses.

Charter early college high schools represent another variation. They select students by lottery, which presents a challenge: to ensure the enrollment of students targeted by the ECHS Initiative, the school must recruit heavily in communities reflecting characteristics described in the *Core Principles*. A charter school may be located within a community-based organization, on college campus, in space shared with another school, or in its own facility. College classes may take place at the early college high school or at a postsecondary campus.

The example included here is a new school located within an existing regular public high school. The early college high school leases the space from the school district. It serves 400 students in grades 9-12. Students earn college credit awarded by a partner university. Most college courses are offered in the high school, taught by university faculty. Students attend summer school both to supplement academic instruction and to complete college courses.

Limitations

This study analyzes budget data for planning and start-up (pre-implementation), full implementation (i.e., based on the projected budget for an early college high school at full student enrollment), and cumulative costs and revenues required to reach full implementation. Full implementation will occur at various points in time, based upon each school's implementation plan. Thus, some schools will be fully operational in three years, while others will take five years. The analysis here does not attempt to control for these variations; it projects what it will cost to reach *full implementation* for each design presented, including pre-implementation planning and start-up.

The analysis does not include several design variations. One important variation is an early college high school established in collaboration with a private four-year college, where tuition and other costs tend to be higher than for public colleges. Because of these higher costs, establishment of an early college high school is only feasible if the private institution contributes significantly to the expense of implementation. ADA/ADM funding will fall far short of these costs.

Finally, due to the small number of budgets reviewed for this analysis, further work is necessary to assess trends and projections and to test assumptions regarding costs associated with early college high school designs.

Findings

The basic financial building block for the early college high school is the per pupil allocation that is administered through the school district. Budgets reflect district variations in terms of the basic per student allocations (also known as ADA or ADM) and salary levels for teachers, administrators, and other personnel. Indirect costs or overhead are assigned across the appropriate categories (e.g., utilities, maintenance, administration), rather than as a line item. When a budget includes in-kind contributions, these are shown as both an expense and a revenue source.

Each budget is analyzed based on the design variables included in Table 1. The analysis reveals similarities and differences in how planners have conceptualized development and implementation of early college high schools, and it has several implications for financing.

Pre-Implementation Costs

This study focuses on two stages of early college high school development. The first is pre-implementation planning and start up. Table 2 presents a breakdown of projected sources of funding for ECHS pre-implementation planning and start up.

Table 2. ECHS Funding and Projected Costs for Pre-Implementation Planning and Start Up

	ECHS in the High School	Middle College ECHS on Two-Year Campus, New	ECHS on Two-Year Campus, New	Middle College ECHS on Two-Year Campus, Conversion*	ECHS on University Campus	Charter ECHS**
ECHS Grants	86,625	89,800	133,333	24,192	114,800	400,000
Other Funding	35,125	10,000	30,000	N/A	253,232	2,822,000
Total Funding	\$121,750	\$99,800	\$163,333	N/A	\$368,032	\$3,222,000
ECHS Grant as Percent of Total Funding	71%	90%	81.6%	N/A	31.2%	12.4%
<i>Total Projected Costs</i>	<i>181,250</i>	<i>99,800</i>	<i>194,920</i>	<i>40,992</i>	<i>485,232</i>	<i>3,494,285</i>
Difference Between Funding & Projected Costs	(\$59,500)	(0)	(\$31,587)	N/A	(\$117,200)	(\$272,063)

* Most revenues and conversion costs absorbed in school's existing budget

** Includes \$3,001,210 in capital start-up costs, accounting for the substantial difference in size compared with the other budget examples.

n/a = not available

Each budget includes ECHS grant funds used for pre-implementation planning. These funds were awarded by the corresponding intermediary from funding received from the ECHS Initiative foundation partners, the Bill & Melinda Gates Foundation, Carnegie Corporation of New York, W.K. Kellogg Foundation, and Ford Foundation. The greatest costs occur in the university and

charter examples. In the case of the charter, facilities and equipment costs help to explain funding needs. Also, the charter example is the only one in which the full ECHS Initiative grant was awarded at the start of the school development process.

Table 2 includes the percent of the grant relative to total funding for pre-implementation planning and start-up. ECHS funding provides a major portion of funds used for planning and developing schools. However, the budgets indicate that planning and pre-opening activities are not funded adequately based on needs identified in the budgets.

Pre-implementation planning costs are lowest for the middle college conversion. This is attributable to staffing already in place, planning built into the school day, and a well-established collaborative relationship with the partner college. Because the overall school budget covers so much of the cost of planning, it is not possible to determine funding and projected costs accurately. The other examples are fairly consistent in the amount of ECHS grant funding used for pre-implementation planning. Table 3 presents a more detailed breakdown of pre-implementation and start up costs.

Table 3. Projected Costs for ECHS Pre-Implementation Planning and Start Up, by Category

Category	ECHS in the High School	Middle College ECHS on Two-Year Campus, New	ECHS on Two-Year Campus, New	Middle College ECHS on Two-Year Campus, Conversion	ECHS on University Campus	Charter ECHS
Planning Team/Consultants	20,000	60,000	46,800		45,000	308,375
Administration/Coordination	25,000	10,000	54,000		158,000	
Teachers/Faculty	15,000	12,000	10,000	16,800	95,000	81,250
College Liaison						
Consultants			20,000			
Total Personnel	60,000		130,800	16,800	298,000	389,625
Benefits	15,000	7,200	16,620		75,000	61,750
Travel	6,250	4,800		17,800	30,000	20,000
Public Relations	5,000	5,500	10,000		1,500	10,000
Printing				1,200		
Supplies	3,000	300	2,500	4,992	15,900	11,700
Utilities/Postage				200		
Capital Costs	32,500		35,000		64,832	3,001,210
Total	\$121,750	\$99,800	\$194,920	\$40,992	\$485,232	\$3,494,285

Table 3 reflects wide variations in the level of projected costs committed to personnel. The charter early college high school projects the highest level of investment in personnel. The budget supports legal and business planning services, architectural and facilities design, and a full-time project director hired at the beginning of the planning process. The university example is explicit in detailing the in-kind supports provided by university personnel. This level of detail accounts for the high personnel costs. None of the other examples began the planning process by hiring or accounting for

full-time personnel; as a result, personnel costs are lower. In one case (converting middle college early college high school), staff received a stipend to participate in planning.

Implementation Costs

Projected costs and revenues are analyzed for each example at full implementation, i.e., once the school reached its projected enrollment. Table 4 presents a breakdown of projected personnel and school operating costs for each school.

Table 4. Projected Personnel and Operating Costs and Revenues, Based on Full Enrollment

	ECHS in the High School	Middle College ECHS on Two-Year Campus, New*	ECHS on Two-Year Campus, New	Middle College ECHS on Two-Year Campus, Conversion	ECHS on University Campus	Charter ECHS
<i>Student Enrollment</i>	300	480	400	290	400	400
<i>Personnel Costs</i>						
Principal	66,000	120,000	93,022	101,000	130,607	148,000
Other Administrative	161,000	151,771	32,126		50,000	60,000
HS Faculty	414,000	1,317,801	641,171	400,000	831,540	611,349
College Faculty/Adjuncts	161,000	131,796		364,000	418,080	
HS Substitute Teachers	11,000	31,214		14,000	8,925	35,342
College Liaison		2,920	30,000	14,600		60,000
District Liaison			60,000			
Counselors/ Advisors	62,000	277,523	134,984	93,000	55,436	197,559
Custodial/Service		129,896			42,000	
Other Personnel		394,276	55,162	51,000	720,300	194,418
Benefits	218,843	8,910	304,940	269,776	564,446	326,667
<i>Total Personnel Costs</i>	<i>1,093,843</i>	<i>2,576,107</i>	<i>1,351,405</i>	<i>1,307,376</i>	<i>2,821,334</i>	<i>1,633,335</i>
<i>Operating Costs</i>						
Student Recruitment	2,500				5,788	
Travel/Meetings	8,000		7,000	36,000	37,044	25,000
Memberships/ Subscriptions	1,500	1,000		3,100	1,158	1,375
Books/Materials/ Curriculum	54,000	124,333	50,000	202,000	277,571	140,000
Security		3,000			53,000	
Utilities/Phone/Postage		37,510		8,400	6,992	15,378
Maintenance		23,410				
Professional Dev	21,125	230,000	50,000		30,000	52,793
Printing/Duplicating	30,000	22,650		3,000	15,262	
Supplies	30,000	115,646	35,000	14,000	8,682	11,562
Student Transportation	5,000	4,035	14,560	27,600	26,000	203,188

Table 4, continued

	ECHS in the High School	Middle College ECHS on Two-Year Campus, New*	ECHS on Two-Year Campus, New	Middle College ECHS on Two-Year Campus, Conversion	ECHS on University Campus	Charter ECHS
After-School Program		51,550		50,000		25,071
Bridge/Summer Program	36,000		100,948		15,000	25,000
Student/Staff Recognition	6,000					
Professional Services			25,000			23,000
Standard Overhead				321,785		
Insurance						8,200
Contracted Services						275,678
<i>Total Operating Costs</i>	<i>194,125</i>	<i>613,134</i>	<i>282,508</i>	<i>665,885</i>	<i>476,497</i>	<i>806,245</i>
<i>Capital Costs</i>						
Lease/Rental	30,000	183,000		80,000	131,775	84,692
Furniture						32,867
Laboratory		38,400			25,462	
Computer		20,525		2,000	23,153	39,800
Structural Updates						30,000
Lease/Rental of Equipment		13,543				
<i>Total Capital Costs</i>	<i>30,000</i>	<i>255,468</i>		<i>82,000</i>	<i>180,390</i>	<i>187,359</i>
<i>College Costs</i>						
College Courses, Fees	153,050	675,000	859,475	51,840	1,421,070	91,000
<i>Total College Costs</i>	<i>153,050</i>	<i>675,000</i>	<i>859,475</i>	<i>51,840</i>	<i>1,421,070</i>	<i>91,000</i>
Total Projected Costs	\$1,471,018	\$4,129,709	\$2,493,388	\$2,107,101	\$4,900,191	\$2,717,939
Total Projected Revenues	\$1,224,000	\$3,745,977	\$2,517,421	\$1,762,861	\$4,899,291	\$2,123,178
Surplus/Deficit	(\$247,018)	(\$383,732)	\$24,033	(\$344,240)	(\$407,001)	(\$594,761)

*Benefits are incorporated in salary lines.

Consistent with the previous discussion, costs for the university example are significantly higher than for the other schools. Upon full implementation, only the ECHS on Two-Year Campus (New) anticipates operating in the black based on current revenue projections. However, as will be demonstrated, this example runs at a deficit for every year prior to full implementation, partly as a result of students taking significant numbers of college credits earlier (beginning in the ninth grade). As a result, the total deficit for achieving full implementation is comparable to all but the university model (see also “Policy Implications,” below).

Personnel costs are the area of greatest expenditure, followed by college costs.

Personnel costs for the new middle college early college high school are higher than for the other examples. This budget was developed to incorporate benefits in the salary lines. Also, the budget narrative for this school attributes cost to the salary structure specified by union contract based on the projected seniority (years of service) of the teachers.

There are several variations in the methods used to determine college costs. For example, in some instances, early college high schools and postsecondary institutions have agreed to compute costs based on instructor salaries and fees. Other calculations have been based on tuition rates, or, in cases where college professors also taught high school courses, on a combination of college fees, tuition, and instructor salaries.

With one exception, all budgets show a deficit based on projected operating costs and revenues at full enrollment.

Discussion

Program Structure

All the examples are based upon the assumptions that the school will be autonomous, that it will serve the target population as described in the *ECHS Core Principles*, and that students will have the opportunity to graduate with a high school diploma and Associate's degree or two years of college credits. However, the examples vary in terms of the length of time most students are expected to reach these outcomes.

ECHS designs included in the analyses provide for different periods of time to reach the goal of high school graduation and an Associate's degree or two years of college credit. In at least one instance, the model is based on a requirement that students not take college classes until the eleventh grade. Middle college early college high schools and the college-in-the-high school versions include a thirteenth year, with supports to provide time for students to reach the goal.⁶

A major issue for some early college high schools is how they will cover costs for students who have graduated from high school but who need the thirteenth year to complete the Associate's degree or two years of college. Once a student graduates, the school can no longer claim his or her per pupil allocation from the district. One funding strategy for the thirteenth year relies on college financial aid to cover the tuition and fees for high school graduates, assuming that early college high school students are likely to qualify for such aid.

The examples also vary with respect to location. The model with the lowest per pupil costs upon full implementation is college-in-the-high school. The model with the greatest costs is the early college high school on a university campus. One of the perceived benefits of early college high school is the *power of place*—that is, the influence on a student's sense of himself or herself as college-bound. The college-in-the-high school budget includes activities to bring students into contact with a college environment. Ultimately, experience may indicate that additional activities and budgetary resources are warranted.

Planning and Coordination

Early college high schools require the coordination and collaboration of multiple institutions in order to create a "blended" educational experience for students. The work of creating a blended program requires significant staff effort, including some combination of administrators, coordinators, curriculum developers, college faculty, and ECHS teachers. Overall, most of the examples are consistent regarding the inclusion of salaries or honoraria for staff and other personnel to plan adequately for early college high schools. However, funding in this area ranges widely across the examples. Two budgets do not include a liaison or other role to coordinate secondary/postsecondary collaboration. One budget designates \$2,920 for the coordination role; another designates \$14,600.

⁶ A major issue pertains to the effects of No Child Left Behind and the legislation's implications for schools that enroll a number of students who require a thirteenth year in order to graduate from high school.

One factor that appears to influence planning and start-up costs is whether the school is new or an existing school that is converting to an early college high school. In the case of conversions, students are already enrolled; as a result, the school receives a per pupil funding allocation. Converting schools already have staff, including school leadership, who would be engaged in planning.

The charter school example projects the highest planned costs, owing in part to higher personnel and capital costs. Other pre-implementation cost totals identified in the budgets range from a low of \$24,192 for a conversion to a high of \$485,232 for a school located on a university campus.

All the examples include costs associated with coordination, for example, an ongoing committee or advisory group, college liaison, and school district liaison. Both high school and college faculty are included in pre-implementation planning and coordination.

Acceleration

All but one of the budgets explicitly reflect costs for personalizing learning and advancing students' skill levels to meet the requirements of advanced and college-level work. These costs include tutoring, teacher-facilitated cohorts, AVID, extended day, and summer programs. In addition, staffing costs are provided for teachers at the upper portion of the salary scale, anticipating that they possess higher levels of skill and more experience. The early college high school on a two-year college model includes substantial resources for high school and college faculty to continue developing and refining the curriculum based on an assessment of student progress.

All the examples present a vision of how students will be guaranteed the supports they need to make real the goal of college attainment. Strategies for student support include mentoring, career counseling and guidance, and, in one instance, assistance in transitioning to a four-year college or university after graduation from the early college high school.

Financing

The financial base for all models is primarily per pupil allocation; this is referred to variously as ADA or ADM. In some cases, postsecondary institutions may also receive FTE reimbursement from the state based on the number of early college high school students enrolled in college classes. In cases where postsecondary institutions may claim FTE reimbursement, there is usually a cap that falls below the actual enrollment.

The budgets anticipate only a narrow range of potential funding streams. The revenue projections do not include existing funding programs (e.g., Trio, Perkins, 2+2, CSRD, Small Learning Communities, 21st Century) because these take time to access, including proposal development; few new schools will benefit initially from these types of revenue support.

On the other hand, the narratives of two models describe the need for systemic funding formulas to ensure sustainability and caution against relying on grants or fluid funding streams (*soft money*), particularly with respect to college expenses (e.g., tuition, fees, textbooks). One issue is whether all schools will have access to Title I funding. While Title I is relevant to the target population, many districts designate these funds for elementary and middle schools.

Variations are evident across the examples regarding the cost of college courses. These variations include calculations based on full or partial waivers, per course costs, payment of salaries of college instructors, and direct payment of tuition.

Table 5 breaks down total projected revenues and costs from pre-implementation planning and start up through full ECHS implementation. The time required to fully implement the school varies. Each school projects an overall deficit; the level of projected funding required to develop the school to full implementation falls short from 4.5 to 12 percent.

Table 5. Total Projected ECHS Revenues and Costs, From Pre-Implementation Planning and Start Up Through Full Implementation

	ECHS in the High School	Middle College ECHS on Two-Year Campus, New	ECHS on Two-Year Campus, New	Middle College ECHS on Two-Year Campus, Conversion	ECHS on University Campus	Charter ECHS
<i>Projected Revenues</i>	4,916,900	3,845,777	6,103,472	8,508,172	11,487,932	8,786,863
<i>Projected Costs</i>						
Pre-Implementation/ Planning	181,250	99,800	194,420	40,992	485,232	3,494,285
Implementation	5,248,878	4,129,709	6,253,523	9,071,757	11,547,539	6,194,624
Total Costs	\$5,430,128	\$4,329,509	\$6,456,523	\$9,112,749	\$12,032,771	\$9,688,909
Surplus (Deficit)	(\$513,228)	(\$483,732)	(\$350,051)	(\$604,577)	(\$544,839)	(\$902,046)
Deficit as Percent of Total Costs	9.5%	12%	5.4%	6.6%	4.5%	9.1%

The study further identifies who is responsible in the budget examples for paying for costs associated with early college. Table 6 provides a breakdown of who pays by cost category.

Table 6. Who Normally Pays for Costs: Early College High School Located on College or University Campus

Cost Category	Who Normally Pays?	
	School District*	Higher Education
Personnel Costs		
Administration (including high school principal, college administrator, administrative support)	X	X
High School Faculty (including substitute teachers)	X	
College Faculty (including full-time, part-time and adjuncts)		X
Guidance Counselors	X	
Other Support Staff (including tutors, academic and career guidance services, family and community outreach, community service, internships, mentors)	X	X
Operating Costs		
Maintenance	X	X
Security	X	X
Professional Services (including legal, architectural, engineering, financial)	X	X

Table 6 continued

Cost Category	Who Normally Pays?	
	School District*	Higher Education
Student Recruitment	X	
Professional Development	X	
After-School Program	X	
Summer Bridge Program	X	X
Student Transportation	X	
Books, Instructional Materials	X	
Counseling, Guidance Materials	X	
Supplies	X	X
Professional Development	X	X
Utilities, Telephone, Postage	X	X
Capital Expenses		
Construction, Structural Updates	X	X
Facility Lease, Rental	X	
Furniture	X	X
Laboratories	X	X
Equipment Lease, Rental	X	
Other Costs		
College Courses	X	X

* Charter Schools are included under School District

Policy Implications

- What are reasonable costs and funding streams for planning and implementing various early college high school designs?
- How do ECHS costs differ from those for traditional high schools?
- What are variations across ECHS designs with respect to projected revenues and costs for planning and full implementation?

The school designs and budgets in the study suggests that ECHS costs appear to be close to the range of other public schools. Upon full implementation, per student costs (calculated as total costs divided by number of students) range from a low of \$4,903 for the college-in-the-high school model to a high of \$12,250 for the university-based early college high school (Table 7). The mean cost for the six ECHS examples is \$7,824.

Table 7: College, District and Other Projected Cost and Revenue Share By ECHS Model, Based on First Year of Full Implementation/Maximum Planned Enrollment

	ECHS in the High School	Middle College ECHS on Two-Year Campus, New	ECHS on Two-Year Campus, New	Middle College ECHS on Two-Year Campus, Conversion	ECHS on University Campus	Charter ECHS*
Student Enrollment	300	480	400	290	400	400
Projected Costs						
College Share of Projected Costs	193,050	1,130,404	889,475	1,027,965	2,319,642	25,000
School District Share of Projected Costs	1,282,344	2,937,395	1,334,694	1,079,136	2,569,549	2,138,721
Grant and Other Share of Projected Costs		61,910	269,219		11,000	
Total Projected Costs	\$1,471,018	\$4,129,709	\$2,493,388	\$2,107,101	\$4,900,191	\$2,717,939
Total Projected Revenues	\$1,224,000	\$3,745,977	\$2,517,421	\$1,762,861	\$4,492,290	\$2,123,178
Projected Cost Per Student	\$4,903	\$8,604	\$7,124	\$7,266	\$12,250	\$6,795

* Charter School is classified as a school district

The projected cost per student in early college high schools that have achieved full implementation ranges from \$4,918 for college in the high school to \$12,250 for early colleges on a public university campus. This compares favorably to national spending averages and spending distributions. According to the National Education Association, the average expenditure per student in K-12 public schools was \$7,875 in 2002-2003. State averages for per pupil spending ranged from \$4,907 to

\$11,588.⁷ These findings, while suggestive, are highly preliminary and need more thorough exploration. Comparisons using average per student allocations may be misleading. For example, the full per student allocation does not flow to a school. The district apportions part of the allocation to cover administrative and other costs. A better measure for comparing school revenues based on per pupil allocations would be to determine the actual percentage of such funding that goes directly to the school. This is an area for further investigation. On the cost side, average cost figures do not account for state and local variations, such as teacher salary structures.

However, evidence indicates that even though early colleges cost more to operate than regular schools, the investment also buys considerably more, providing the opportunity for high school students to earn significant college credit. Early college high school can yield great savings for students and families by including up to two years of college during the high school years at a fraction of the normal college cost. Tuition at four-year private postsecondary institutions rose to \$19,710 in 2003-2004, while tuition at four-year public postsecondary institutions reached \$4,694 during the same period. The tuition at two-year public colleges was \$1,905.⁸

Each budget in the study shows a gap between projected costs and revenues. Several factors account for the deficits facing early college high schools. The first is that per pupil dollars do not fully follow the students. With very few exceptions, full state ADA or ADM is not allocated to early college high schools, ostensibly because students are not considered full-time high school enrollees but rather enrolled in both high school and higher education. Second, many states lack an agreed-upon avenue for a postsecondary institution to recover its costs for providing high school students with college courses.

While the time to full implementation varies, the study analyzes projected revenues and costs for each school for the entire period required to reach full implementation. This analysis helps determine if projected revenues will be sufficient to support full school development. In each case, there is a deficit gap (see Table 7). The analysis reveals gaps between projected costs and revenues. As expected, the university-based model is the most expensive. Tuition, faculty salaries, overhead, and other costs are typically higher than costs for two-year colleges. Per student costs for early college high schools on two-year college campuses are fairly consistent, despite variations in program design. Pre-implementation and planning costs are also highest for university-based schools.

One major cost is for college courses. This shows up in three places on the budgets: salaries for higher education faculty, textbooks, and tuition and fees, based on the agreement between the school/district and higher education partner. At full implementation, the cost of college faculty and courses is nearly 24 percent of the aggregated costs of the six examples (\$4,326,311 of \$17,819,346). Schools have paid for these costs with ADA/ADM, FTEs, grants, and other sources. However, college courses and school/higher education planning and coordination are the fundamental contributors to the gap between projected revenues and costs. The college share of costs and revenues is illustrated in Table 7. The gap is being met in part by temporary solutions, e.g., by postsecondary institutions providing temporary discounts or tuition waivers. In addition, key

⁷ National Education Association Research. May 2004. *Rankings & Estimates Rankings of the States 2003 and Estimates of School Statistics 2004*. Washington, DC: NEAR.

⁸ As cited from Web site, www.collegeboard.org, accessed in October 2004.

planning activities are either being cut back or are being conducted by secondary/postsecondary faculty and staff on a voluntary basis. The gap raises serious concerns about the planning and development of early college high schools.

Another area where early college high schools clearly differ from other small schools is the degree of inter-institutional collaboration. The inclusion in three budgets of a *College Liaison* illustrates the level of effort required to develop and maintain effective collaborative relationships. Other collaboration costs are embedded in projected costs for school *District Liaisons* and *Other Administrative* support.

In addition to the implementation work involved in all new school development, such as coordination with the school district and community, early college high schools require significant, ongoing coordination and planning with the higher education partner. Typically, higher education and school staff cannot obtain the necessary release time (or volunteer the time) required to develop buy-in and participation of college staff, particularly in efforts to plan a coherent scope and sequence leading to a high school diploma and an Associate's degree or two years of college.

This added layer of planning and coordination distinguishes early college high schools from other small schools. In determining ECHS costs, planning and coordination are reflected in the allocation of projected costs and revenues.

One policy implication is the current reliance of early college high schools on combined or blended funding streams: high school per-pupil allocations and postsecondary per credit allocations (i.e., FTE).⁹ Early college high school represents a different approach to school organization, and it requires a different way of allocating resources. Examples of policies that build ECHS financial viability and fiscal sustainability include extending the years students can draw down ADA or ADM, permitting the use of some ADA or ADM funding to pay for college classes, and allowing both two- and four-year higher education institutions to claim FTE reimbursement for dual enrollees. In addition, if early college high schools demonstrate success in improving graduation and college completion rates among underrepresented students, additional investments of state and federal aid will be warranted—for example, giving high school students access to college financial aid if 50 percent of coursework is college-level in ECHS courses.

⁹ See Hoffman, Nancy; and Joel Vargas. 2004. *State Policies to Support and Sustain Early College High Schools*. Boston: Jobs for the Future.

Recommendations

The study suggests that it costs on average 4.5 percent to 12 percent more to implement an early college high school. This number is an estimate because there are no fully operational early college high schools. A recommendation of this study is that greater up-front investment is essential in order to establish the culture, structures, and planning required to develop and institutionalize early college high schools. In the absence of this investment, the odds are increased that early college high school partnerships, despite the best intentions of the institutions involved, will lack the capacity to build a foundation for achieving the goal of a high school diploma and two years of college or an Associate's degree in four or five years. Yet, this study has demonstrated that planning and pre-implementation are the areas most under funded in early college budgets. Leaving these important areas to chance is a poor strategy for protecting and maximizing the investment in early college.

Based on these preliminary findings, what specific policy contexts are most conducive to sustaining early college high schools? To aid state and local policymakers and intermediary organizations involved in early college high school development, the following recommendations draw on issues, challenges, and strategies derived from the first-year examples.

Increase the investment in planning and start-up of early college high schools.

A significant initial investment in planning is needed to support the work necessary to resolve jurisdictional issues, develop academic plans that span high school and college courses and requirements, develop realistic financial plans and sustainability, determine academic and social supports for targeted students, overcome facilities problems, and integrate high school students into the college culture. Each early college high school must designate the necessary resources to support planning for school implementation and sustainability. This includes designation of staff who are supported to work on planning, such as a project director or early college high school liaison. It also includes release time and honoraria or salaries to support and coordinate the engagement of individuals from the secondary and postsecondary partners as well as other members of the community (e.g., business and community leaders).

Develop financial and academic plans that clearly distinguish early college design elements.

Early college high schools differ from other small schools in significant ways. ECHS intermediaries and school developers face many challenges that are not parallel to other small school start-ups, for example, college course requirements, funding for college costs, testing requirements, and student academic preparation and support. Early college high schools represent a new type of institution that blends aspects of secondary and postsecondary education. The focus on students who are underrepresented in higher education requires a well formulated and highly coordinated plan resulting in student success in college-level work while in high school. Funders and ECHS intermediaries or school developers must ensure that schools develop financial plans that support the institutionalization of ECHS design elements.

Ensure formal structures and operating procedures to build and sustain secondary/postsecondary collaboration.

Development of secondary/postsecondary collaboration is an area that appears to be under funded based on the budget analysis. Early college high schools require a new culture and norms for secondary/postsecondary collaboration. Beyond the implementation work involved in all new school development, including coordination with the school district and community, early college high schools require significant, ongoing coordination, planning, and professional development with one or more higher education partners. In addition to support from secondary and postsecondary leadership, early college high schools must include a coordinator, liaison, or other position whose role is to foster buy-in and participation of college staff and to help resolve issues and conflicts that arise as a result of the blending of two institutions, secondary and postsecondary. Grant funding most likely will be required initially to build secondary/postsecondary collaboration.

Conclusion

The issue of determining the costs of early college high school, while complex and daunting, is of great importance. Early college high schools and their sponsors are responsible and accountable for making real the promises extended to families and students. Funders, school districts, and higher education partners want to ensure that their investments have the greatest impact and achieve the greatest good. Further analysis is necessary—both by each local early college partnership and across the initiative using this study and the attached budget narrative template as a starting point.

APPENDIX I

Budget Narrative Template

The Budget Narrative Template was developed by the ECHS Finance Working Group to provide a common framework for budget line items. Early college high school budgets used in the study include expenditure line items and projected revenues as described below.

I. Design Elements

In an introductory paragraph, describe the Early College High School design. Include grades, location, two-or four-year higher education partner, how students will receive college instruction and credit, whether school is new or conversion, number of students, grades (if applicable). Ideally, the budget should reflect the school design, including academic goals and assessment of the needs of targeted population.

For New ECHS: Include budgets for planning and four-year operational budgets.

For Converted ECHS: Include budgets for planning and full implementation.

II. Planning and Start up Costs

Planning Team: Describe members of planning team and level of effort. Include members from the early college high school and college.

Project Director: Describe level of effort, when person will come on board, whether project director and principal will be same person.

College Faculty/HS Teachers/Consultants: Describe role in planning early college high school, level of effort involved.

Travel/Meetings: Describe the goals of travel (e.g., site visits to successful schools, curriculum development).

Capital Costs: Describe facilities related costs including costs to university or district (e.g., building renovations, such for labs), building ownership/lease.

Computers/Technology: Specify what computers and technology will be purchased. Include maintenance, service contracts, licensing fees.

Books/Instructional Materials: Include a description of college and high school books and materials and how costs have been calculated.

Miscellaneous Office/Instructional/Supplies: Include other supplies including guidance and counseling materials, cultural materials, physical education, etc.

III. Operating Budgets

Personnel

Administration: Specify school/project management/administration/leadership, inter-organizational liaison, including staff titles, percentage of time

High School Faculty: Specify number of teachers, subjects taught, including percentage of time (part-time, full-time)

Substitute Teachers: Specify how substitute teachers will be used for coverage during teacher absence, professional development and approximately how many days

College Faculty: Specify number of teachers, subjects taught, including percentage of time (part-time, full-time)

Counselors: Specify guidance or academic counselors, including number of counselors, percentage of time (part-time, full-time)

Consultants: Specify number and type of consultants (e.g., facilities planning, curriculum development, coaching)

Other Support: Specify other staff, including tutors, mentors, etc., and provide number of staff and percentage of time (part-time, full-time)

Operating

Student Recruitment: Specify materials developed and costs for recruitment (e.g., refreshments, open house events, media and promotional materials)

After-School: Specify costs for after-school programs, including personnel, materials, space costs

Student Transportation: Specify costs for busing, transportation passes

Travel/Meetings: Describe the goals of travel (e.g., conferences, ECHSI meetings, site visits to successful schools, curriculum development)

Books/Materials/Curriculum: Specify costs and include software, Internet. Include a description of college and high school books and materials and how costs have been calculated

Professional Development: Specify costs for teacher per diem/training, materials

Professional Services: Include type of services (e.g., legal, financial, architecture and engineering)

Supplies: Specify office supplies, other supplies (e.g., art, physical education, music).

Capital Costs: Describe facilities related costs including costs to university or district (e.g., building renovations, such as for labs), building ownership/lease

Tuition: Include a description of how tuition will be computed for students in Early College High School

IV. Revenues

Show all relevant revenue sources. Include a description of amount of ADA/ADM. Specify whether ADA/ADM includes federal entitlement funding. Also include where appropriate FTEs, state dual enrollment funding, charter school grants and supplements. In-Kind: In-kind should show up on both revenue and expenditure sides of the budget.

Early College High School Site:

<u>Total Item</u>	District/School	College	Grant	Costs
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[illegible]

School Start-Up Costs

Total School Start-Up Costs

<u>Total Item</u>	District/School	College	Grant	Costs
-------------------	-----------------	---------	-------	-------

[illegible]

1000000

REVENUES AND EXPENSES

1000000

ECHS BUDGET TEMPLATE - YEAR 1

YEAR 1 OPERATING COSTS

Early College High School Site:

ITEM

EXPENDITURES

Personnel
 Administration
 College liaison
 College faculty
 High school faculty
 Substitute teachers
 Counselors
 Custodial/maintenance
 Consultants (specify)
 Other support (specify)
Subtotal
 Benefits

Total Personnel Costs

Operating

Student recruitment
 After-school
 Student transportation
 Professional development
 Professional services
 Student/staff recognition
 Travel and conference
 Memberships/subscriptions
 Books/materials/curriculum
 Printing & duplicating
 Supplies
 Security
 Insurance
 Utilities/telephone/postage
 Interest on loans

Total Operating Costs

Capital Costs

Lease/rental of facility
 Furniture
 Laboratory
 Computer
 Structural updates/construction
 Lease/rental of equipment

Total Capital Costs

Other Costs

Tuition/fees for college credits
 Bridge/summer program
 Principal loan payments
Total Other Costs

TOTAL EXPENDITURES

District/School College Grant Total Item Costs

REVENUES

Bill & Melinda Gates Foundation
 ADA/ADDM
 Charter school supplements
 Loans (revolving funds)
 Individual Contributions
 Federal entitlements
 State dual enrollment funding
 Higher education partner(s)
 Direct
 In-kind
 School/district
 Direct
 In-kind
 Grant Funding
 Federal
 Private
 Other (specify)

TOTAL REVENUES

SUMMARY OF YEAR ONE REVENUES AND EXPENSES

All revenues
 All expenses
 Surplus/Deficit
 Projected cost per student in year 1

Early College High School Site:

Personnel
Administration
College liaison
College faculty
High school faculty
Substitute teachers
Counselors
Custodial/maintenance
Consultants (specify)
Other support (specify)
Subtotal
Benefits

Capital Costs
Lease/rental of facility
Furniture
Laboratory
Computer
Structural updates/construction
Lease/rental of equipment
Total Capital Costs

TOTAL EXPENDITURES

Early College High School Site:

Personnel
Administration
College liaison
College faculty
High school faculty
Substitute teachers
Counselors
Custodial/maintenance
Consultants (specify)
Other support (specify)
Subtotal

Operating

- Student recruitment
- After-school
- Student transportation
- Professional development
- Professional services
- Student/staff recognition
- Travel and conference
- Memberships/subscriptions
- Books/materials/curriculum
- Printing & duplicating
- Supplies
- Security
- Insurance
- Utilities/telephone/postage
- Interest on loans

Capital Costs
Lease/rental of facility
Furniture
Laboratory
Computer
Structural updates /construction
Lease/rental of equipment
Total Capital Costs

Tuition/fees for college credits
Bridge/summer program
Principal loan payments
Total Other Costs

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ECHS BUDGET TEMPLATE - YEAR 1 COMBINED OPERATING COSTS FOR YEARS 1 - 4

Early College High School Site:

ITEM	District/School	College	Grant	Total Item Costs
EXPENDITURES				
Personnel				
Administration				
College liaison				
College faculty				
High school faculty				
Substitute teachers				
Counselors				
Custodial/maintenance				
Consultants (specify)				
Other support (specify)				
Subtotal				
Benefits				
Total Personnel Costs				
Operating				
Student recruitment				
After-school				
Student transportation				
Professional development				
Professional services				
Student/staff recognition				
Travel and conference				
Memberships/subscriptions				
Books/materials/curriculum				
Printing & duplicating				
Supplies				
Security				
Insurance				
Utilities/telephone/postage				
Interest on loans				
Total Operating Costs				
Capital Costs				
Lease/rental of facility				
Furniture				
Laboratory				
Computer				
Structural updates/construction				
Lease/rental of equipment				
Total Capital Costs				
Other Costs				
Tuition/fees for college credits				
After-school/extended day				
Principal loan payments				
Total Other Costs				
TOTAL EXPENDITURES				

# of Students	District/School	College	Grant	Total Item Costs
REVENUES				
Bill & Melinda Gates Foundation				
ADA/ADDM				
Charter school supplements				
Loans (revolving funds)				
Contributions				
Federal entitlements				
State dual enrollment funding				
Higher education partner(s)				
Direct				
In-kind				
School/district				
Direct				
In-kind				
Grant funding				
Federal				
Private				
Other (specify)				
TOTAL REVENUES				

SUMMARY OF YEAR ONE REVENUES AND EXPENSES				
All revenues				
All expenses				
Surplus/Deficit				
Projected cost per student over 4 years				

ECHS BUDGET TEMPLATE

SUMMARY OF REVENUES AND EXPENDITURES

Early College High School Site:

Budget

REVENUES

EXPENDITURES

Planning and Start-Up Costs

Operating Costs

TOTAL EXPENDITURES

SURPLUS/(DEFICIT)

OF STUDENTS

APPENDIX II

Early College High School Designs in the Study

College in the High School (New School)

Program Structure

The budget for the College in the High School model (CIHS) projects costs for a generic and replicable school for high-needs students with literacy skills up to five grade levels behind their chronological ages. CIHS is appropriate in rural or isolated communities with limited or no access to postsecondary institutions, and in areas where colleges do not have the capacity to meet student demand.

Students take all or almost all of their courses in the high school. Projected costs and revenues were determined in consultation with ECHS grantees, college representatives, and school district representatives. This example assumes the rental of a separate facility for an autonomous early college high school. This cost can be reduced if the facility is not needed and students use existing space in a high school.

The school design includes 300 students enrolled in grades 9-13, with approximately 60 students per grade. Students complete both high school diploma and Associate's degree requirements concurrently over five years by attending school for two summer quarters and by adding a thirteenth year. The Associate's degree is based on 90 quarter credits, not semester credits. Students take 18 to 22 college courses to earn the degree, a higher number than the 15 to 20 classes required of those on the semester system. Students who have completed high school graduation requirements may elect to obtain their high school diploma after the senior year, and the school assumes the burden of helping them to obtain financial aid to complete the college courses. The school also continues to provide academic and personal support.

During the ninth and tenth grades, students take a total of twenty-four high school courses annually, which includes remediation and added rigor to prepare for college-level work. Eleventh graders take four college courses and sixteen high school courses annually. During the twelfth grade, students take eight college courses and eight high school courses annually. Thirteenth graders take six to ten college courses. Two summer sessions and a thirteenth year allow students to complete their Associate's degree requirements.

To foster identity as college students, the budget includes six college visits, college mentors for every 20 students, courses taught by college instructors, and students progressing through the early college high school as a cohort with clearly defined academic goals.

Planning and Coordination

The budget includes a planning committee representing a broad array of stakeholders, including students, families, community members, school district leaders, college administrators, and others, totaling as many as 20 people. This is appropriate because in many rural communities, there is little familiarity with college norms and processes, and these need to be demystified.

The budget supports monthly planning committee meetings and one to two visits to other early college high schools with similar programs. An honorarium of \$1,000 per person is included in the budget (no associated paid benefits). A project director/planning principal is budgeted at half-time, supported by a part-time administrative assistant and fiscal services. A part-time ECHS liaison, college and high school faculty, and consultants provide assistance in curriculum development, coordination with the college and school district, and development of the five-year academic plan. The budget reflects costs associated with all these roles. In addition, travel for professional development and technical assistance is included in the budget.

Upon full implementation, the staffing includes a full-time principal but no college liaison. The assumption is that the structures needed for ongoing high school and college coordination will be institutionalized by the time of full implementation (about four years), according to college administrators who helped develop the budget.

Acceleration

Classes that bear college credit (including dual or concurrent high school credit) are taught by full-time or adjunct college instructors. Conversely, college instructors may be qualified to teach regular high school classes.

Certification laws require teachers in high schools to be state-certified, excluding most college faculty from delivering college-level courses, but high school and college faculty who team teach enable the school to comply with certification requirements while providing students with an opportunity to experience both high school and college teaching. On occasion, as has already proven the case, some college faculty are certified secondary teachers. The FTE for college faculty is projected at 3.5. Nine full-time high school faculty are projected. In addition, 65 substitute days at \$175 per day are included in the budget to provide release time for teachers to participate in professional development and conferences and to revise the curriculum based on assessment and evidence of student progress.

The example assumes a student-teacher ratio of 1 teacher or college faculty to 25 students. The average high school teachers teach 20 courses annually; the average college instructor teachers 9 courses annually.

This design uses a cohort format so that small groups of 60 students progress through the school at each grade level. One counselor is budgeted for every 300 students. Other personalization efforts include 15 mentors (1 per student group of 20) who ideally remain with their assigned students for five years. Recognition activities to honor students will be conducted quarterly. The budget includes these costs.

College textbooks are budgeted at \$54,000.

Financing¹⁰

The budget assumes a per course charge of \$3,000. Based on this scenario, the cost of college courses would be \$138,000 for 180 students to take 43 college classes (\$129,000 for the course fees and \$9,000 for additional fees). Based on the target student population, the example assumes funding in addition to the per pupil allocation received from the school district. This funding would include, for example, Title 1, Title V, Title VII, and special education.

The revenue assumption is that additional funding will provide approximately \$200 per student annually. In addition, the model assumes the availability of scholarships at \$500 per student for those pursuing their Associate's degree. The example assumes the absence of a per pupil allocation for students who have graduated from high school but are attending for a thirteenth year.

Middle College National Consortium Model (New School)

Program Structure

Projected costs and revenues were determined based on the long experience of middle college high schools and more recently, Middle College Early College High Schools. The Middle College National Consortium developed the first group of ECHSI schools (four schools opening in fall 2002). The mission of these schools is to develop a five-year, seamless, accelerated opportunity for “at-risk” high school youth to complete an Associate's degree as well as a high school diploma.

The budget for a new Middle College Early College High School supports a school located on a college campus with 480 students who complete a five-year academic plan. There are 100 students per grade through twelfth grade, with 80 students who have not completed all the requirements for a high school diploma and Associate's degree or two years of college credits attending for a thirteenth year. Because the school is located on a college campus, the school district must bear space leasing and rental costs.

Students take only high school classes in the ninth and tenth grade. In the eleventh and twelfth grade, their program consists of half high school and half college classes, and in the thirteenth year they take all college classes. Students who have completed high school graduation requirements may elect to obtain their high school diploma after the senior year, and the school both helps them to obtain financial aid to complete the college courses and continues to provide academic and personal support. Many of the college classes yield dual credit (i.e., students receive high school and college credit for the same class). Students take fewer high school-credit only classes.

¹⁰ A second scenario, not included in the budget analysis but described here, is commonly associated with the College in the High School design. Colleges variously discount the tuition and fees charged for College in the High School because of low overhead costs as a result of holding college classes on the high school campus.

College costs are assessed based on a discounted per course fee (for example, \$50 per five-credit course). Additionally, in this second example, the college assigns a per course fee for college oversight (for example, \$300) and fee for student application, testing, and registrar (approximately \$50 per course). Based on the numbers included in this example, the total cost at full implementation would be \$24,050 per year (180 students taking 43 college classes).

Planning and Coordination

During the pre-implementation phase, a planning team is established, comprising the project director/high school principal, a union representative, a representative of the college president's office, the academic dean, and the college admissions officer. In addition, the planning process is supported by high school and college faculty who help to develop the five-year academic plan, sequence of courses, and determination of dual credit classes. The planning team participates in two trips to existing Middle College Early College High Schools and to two Middle College National Consortium meetings prior to school opening. There is a modest budget for supplies.

Once the school has opened, a part-time liaison facilitates communication and coordination between the college and school. Upon full implementation, the school administration includes a principal and two assistant principals at 100 percent time. Based on the needs of the target population of "at-risk" students, the school's staffing also includes a parent liaison and two family workers.

Funds are included for outreach and student recruitment, including brochures, meetings, and travel to feeder schools.

Acceleration

The fully implemented school employs 26 full-time teachers and 258 days of coverage for teachers during absences, trips, and attendance at professional development activities. Professional development is an integral aspect of the school mission, and staff members participate in Middle College National Consortium activities at least four times per year. Professional development focuses on the school model, including support for students to achieve success in high school and college classes. During the three years students take college classes, they all have a seminar teacher who serves as a mentor supporting their college work. The seminar teacher is responsible for 60 students. No high school teachers teach college classes. Over the course of the year, 26 part-time college faculty members teach or team teach a variety of classes at the high school. These classes are for high school credit only. The budget reflects low a student-teacher ratio created as a result of the participation of high school and college faculty in teaching or team teaching high school classes. Funds are included for after-school and summer school activities. Teachers are paid on an hourly basis.

In addition to the seminar teacher, who supports 60 students while they are enrolled in college classes, student support and personalization are provided by a parent coordinator, computer staff, nurse, paraprofessionals, and lunch aides. The school employs two full-time guidance counselors, one social worker, and one part-time college counselor.

College textbooks are included at about \$60,000 per year.

Financing

During the ninth and tenth grades, there are no tuition or fee costs to the college. Beginning in the eleventh grade, students take college courses. Tuition is calculated as \$125 per credit. Students take 60 credits. Once the school is fully implemented, about 280 students are enrolled in college classes at any given time. The budget does not project the use of grant funds to cover costs associated with students taking college courses. The rationale is that grant funding is finite and a permanent solution needs to be found in order to ensure sustainability. The school receives various types of local, state, and federal funding.

Middle College National Consortium Model (Conversion)

Program Structure

This model includes a program structure consistent with that of all Middle College Early Colleges. It is included here to illustrate variations resulting from the conversion of a well-established Middle College High School as well as specific design for student acceleration. The budget reflects a school's experience in undergoing the planning and implementation work required for conversion.

At full implementation, the conversion school will serve about 290 students in grades 9-13. Students complete core high school academic classes taught by district teachers working and teaching at the college. All students take college courses aligned with a five-year education plan comprising both high school and college courses. Students earn both high school and college credit for college courses completed.

In addition to a full-time principal, school support is provided by a full-time administrative secretary. The college provides a part-time work-study student to assist the secretary.

Planning and Coordination

As an existing school, with a well-established staff and relationships with the partnering college, the school possesses an advantage with respect to planning and coordination. A planning team, comprised of a college dean, the school principal, and fourteen additional school and college stakeholders, helps to guide the conversion process. Further, the planning process is projected at three years before the conversion is complete. Each college and high school teacher serving on the planning team receives an annual stipend of \$600.

Acceleration

Four high school teachers are employed on a 120 percent contract—that is, they teach six classes. Three teachers are employed on a 100 percent contract and teach five classes. The school utilizes the AVID program to help accelerate students. In addition, high school course offerings include Student Leadership and Academic Decathlon. Each high school teacher is allowed five days of release time per school year for professional development and curriculum planning. The budget includes costs for substitute teachers to provide coverage. The costs associated with students taking college courses are reflected primarily in salaries for college faculty, not in tuition and fees. Upon full conversion, college faculty costs are projected at \$364,000, while other costs for college courses are estimated at about \$50,000. The total college cost is about \$414,000 compares favorably with other early college high schools located on two-year college campuses.

The school provides an extended day for ninth and tenth graders, four days per week, two hours per day. A high school instructor supervises this component. The instructor is compensated on an hourly basis. The extended day prepares students to pass the high school exit examination and also serves students who need additional help.

One full-time counselor serves a caseload of 290 students. The high school employs about eight college students as tutors, each working up to six hours per week.

While attempts are made to recycle texts, student costs for books are estimated at about \$300 per semester during the eleventh and twelfth grades and as much as \$800 per semester in the thirteenth year.

Financing

Revenues are derived from per pupil funding allocations as well as various waivers, community college grants, state lottery funds, Title V, and state middle college grants. The school benefits from substantial in-kind contributions from both the college and school district. The college underwrites personnel costs for the part-time college liaison, business services, facilities, maintenance, information systems, student support services, and security. The college provides space for the high school in exchange for the district's providing the college with classroom space for evening classes in district high schools. A significant challenge faced by the school, as well as other early college high schools, is how to pay for college textbooks.

Early College High School on the Campus of a Public Two-Year College (New)

Program Structure

The school opens on the campus of a two-year public community college and serves grades 9-12. The school operates as a legal entity through contracts and memoranda with the two participating school districts and college. Each grade consists of no more than 100 students. The total school enrollment will not exceed 400 students. Students graduate in four years having passed the state graduation examination and having earned an Associate's degree. Students may begin some college-level courses as early as the ninth grade. Students are enrolled as full-time college students beginning in the eleventh grade.

A full-time Co-op/Work Based Learning Coordinator facilitates the school goal of engaging students in work-based activities. These include work-based learning, co-op, and shadowing experiences to connect students with the world of work and assist them in making good career decisions.

Planning and Coordination

A design team consisting of representatives from the two participating school districts and college plan development of the school. The team will continue to meet regularly throughout the implementation phase. In addition, representatives of the bargaining units from each district, consultants, the president of the college faculty senate, and other college and high school faculty are engaged to plan the curriculum and address issues of student and faculty recruitment. Planning team members receive an honorarium.

During pre-implementation, a project director/principal provides leadership for planning activities. Planning year costs for curriculum development and coordination are included for districts and the college.

Upon full implementation, the budget includes coordination through a college liaison and liaisons representing each participating district. Each of these is a half-time position. These individuals are

responsible for logistics of enrollment and transition and addressing challenges and barriers that emerge. Additional funding is included for curriculum development and coordination.

Costs include outreach and marketing, presentations, orientation, open-house events and ongoing promotional materials to recruit students and continue community information and support. Informing the public and recruiting costs are included in the planning and full implementation components of the budget.

Acceleration

The budget includes eight teachers in a combination of full- and part-time. Substitute coverage is not included; the staffing plan assumes that existing teachers provide coverage. Professional development is planned during non-teaching times to avoid the need for substitutes. The budget includes costs for professional development related to curriculum development among the districts and the college.

Students participate in summer learning activities. Additional teaching time is required to provide these activities. Funds include teachers for 20 hours per week for 8 weeks. Content may include required or elective courses, as well as tutoring or remediation necessary to pass the state graduation examination.

Two full-time counselors are budgeted for full implementation (350 students).

Financing

Anticipated revenues include per pupil allocation, foundation grants, and private contributions. Tuition will be paid for each ECHS student enrolled in college classes. Tuition amount is based on students' taking at least five credit hours in ninth grade, eleven credit hours in tenth grade, and moving into full-time status in the eleventh grade, while paying full-time in-county tuition.

Early College High School on the Campus of a Public Four-Year College or University

Program Structure

The school will enroll 400 students at full implementation. Following a planning year, the school will open with 100 ninth grade students, with 100 students added per year, for four years. The school will be located on the university campus and include dedicated space for administration and for conducting high school-only credit classes. The school will utilize an initial 8,500 square feet, expanding to a maximum of 16,000 square feet in years four and beyond. Third- and fourth-year ECHS students will be integrated into regularly scheduled college courses held throughout the campus. Following a four-year program, students will earn both a high school diploma and two years of college credit or an Associate's degree. The ECHS school year calendar is aligned with the university schedule of classes.

All students will be assigned to an advisory group. First-year students will take courses that are aligned with state standards for mathematics, science, language arts, and social studies. Courses will utilize hands-on activities, traditional and non-traditional methods of assessment, writing across the curriculum, and ongoing, diagnostic authentic assessment. Courses will include laboratory and

supplemental instruction periods which will combine math and science and social studies and language arts. Second year students will begin to take placement exams as pre-requisites to college courses. Faculty members will determine when students have mastered both the content and soft skills necessary for success in subsequent college classes. Students must pass a college placement test in each subject area before beginning a college course in that area. Students will take a minimum of one college course per semester starting as early as the first year if they are ready.

During the third and fourth years, students will continue meeting with their advisory group and advisor twice per week. They will be enrolled primarily in university courses.

Planning and Coordination

A planning team consists of district and college representatives from administration and instruction. The ECHS dean serves as the lead administrator. The district superintendent is responsible for hiring the dean, with input from the ECHS executive committee. The executive committee consists of the dean of the university college of arts and sciences, the dean of the college of education, one university faculty member, one school district faculty member, the superintendent of schools, the administrative specialist for high school and middle school reform, and the early college high school dean.

Acceleration

Fifteen teachers, a guidance counselor, and dean are projected for full implementation. Each teacher will receive seven days of release time for professional development. University professors will team teach and serve as guest lecturers. University faculty will play a major role in curriculum planning and development. Courses, based on district and state standards, are developed jointly by the university and high school faculties. Students receive most of their instruction from high school faculty during the first two years and from university faculty for the final two years. Soft skills instruction is integrated in high school classes during students' first two years in the early college high school.

Advisories introduce students to rigorous course content prior to attending university classes. This includes introducing students to the technical and academic language of the course prior to the class. Course texts are presented for perusal by students in addition to an outline from which they will work.

Students receive multiple types of academic and social support from the university faculty, volunteer university employees, and community organizations. This support is budgeted at the level of \$678,300 during the fourth year, at which time the school will reach full enrollment. The university support will begin with enrichment activities during the summer between the student's seventh and eighth grade years. The enrichment activities will continue until admission to the university. Students who are enrolled in at least one university course will be able to participate in the college success workshops offered by the Study Skills Center, the Counseling Center, and the Center for Student Progress. Laboratory and supplemental instruction periods will be staffed by a combination of advanced ECHS students, ECHS faculty, and university students. Service learning is a formal part of the program.

As a part of their support system upon entry into the university, students will be assigned to a multi-grade level, sixteen-member advisory that is supervised by an ECHS staff member. The advisories

meet a minimum of two days per week during the entire time that a student is enrolled in the early college high school. Students are placed in small groups to attend university courses in order to build in a peer support culture and study groups. One full-time counselor is also included in the full implementation budget. The early college high school engages pre-service teachers, work-study students, and high school students as tutors and mentors.

Students can participate in extracurricular activities at their home school and in appropriate university activities.

Upon full implementation, college textbooks are budgeted at \$152,571.

Financing

The early college high school pays standard, full-time student tuition and fees to the university from the core funding that the school district receives on a per pupil basis from the state. Further, ECHS students are included in the FTE data used by the state to calculate the university subsidy.

Tuition per credit hour is projected at \$292 for the first year of full implementation. The university budget also includes in-kind contributions for use of campus facilities and services. In-kind costs are expressed as both expenditure and revenue. The budget identifies incremental costs due to the presence of the early college high school on the university campus (e.g., utilities and maintenance, space-related costs).

Revenues include federal funding (e.g., Title 1) and state grants for higher education access and success.

Charter School Early College High School

Program Structure

Charter schools represent an interesting variation of early college high school. All services have to be purchased, not just college tuition and fees. The Charter School Early College High School budget is based on a four-year program conducted in partnership with a public university. As a charter school, any student may apply for admission if he or she resides within the charter-granting district. To ensure the enrollment of students targeted by the ECHSI, the school must recruit heavily in communities that reflect the characteristics described in the *Core Principles*. The district encompasses a wide geographic area and, in the absence of suitable public transportation, the school invests heavily in transportation to allow students to attend.

The school occupies leased space in an existing public high school. It also contracts with that school to provide a number of classes, including art, music, foreign languages, and physical education, as well as security and custodial services (\$275,678). The maximum enrollment in grades 9-12 is 400 students. This includes about 100 students per grade. Students graduate with a high school diploma and the opportunity to earn up to two years worth of college credit. The great majority of the college courses are offered by university faculty on the charter school campus. Students may also enroll in community college courses. The program is articulated with a university partner to ensure that students can transition easily to the university and that college credits earned will be recognized fully.

Planning and Coordination

The sponsoring ECHSI intermediary provided assistance in obtaining the school charter. The intermediary also gave assistance in developing community and business partnerships. A core planning team consisted of the project director, seven college faculty members, a grant writer/business development consultant, and an administrative assistant. The charter school board also lent support during planning. The board included representatives from the school district and business and community organizations. Planning team members visited several schools nationwide to observe designs congruent with plans for the charter school.

During the initial planning phase, university faculty were involved in developing an academic plan that combines high school and college courses. The college liaison position was established during the second year of school implementation. The liaison position has been funded by the school, the university partner, and a foundation. This person works with the university partner to resolve problems and issues arising from high school students enrolling in college courses. The planning phase required substantial investments in facility improvements, and in equipment, including computers and office machines. Funds are also included in the budget for outreach and publicity.

A full-time principal and an office administrator provide coordination and ongoing management. In addition, the school utilizes the services of a financial consultant and a grant writer.

Acceleration

The school provides extensive preparation work in the ninth and tenth grades. This is designed to prepare students to meet high school graduation requirements and to take college courses. To engage students in rigorous instruction, the school utilizes project-based learning. Students also gain practical applications through community-based internships and apprenticeships. Classes make use of numerous guest seminars, with speakers on various career and technical areas. Field-based practical experiences and seminars are tied formally to course syllabi. Students also participate in field trips and conduct field research, particularly in the applied sciences. Beyond taking college courses, students may also earn college credit by successfully completing Advance Placement courses. Funds are included for summer school and for summer academic activities on the university campus.

There are 17 full-time teachers. The student-teacher ratio is 1:24. One and one-fifth FTE is allocated for teacher coverage during absences from the classroom, including professional development.

The school builds parent support for its mission and for student success by involving parents as volunteers in a variety of activities. The school employs a part-time community outreach coordinator. Individualized support for students is provided by full- and part-time staff, including seven instructional assistants, computer lab manager, three counselors, ten part-time tutors, and special education paraprofessional (included in budget under “other” category of personnel).

Financing

Business contributions and grants have been major sources of support. Business contributions have included in-kind donations, such as science and computer labs. The school applied for and received a charter start-up grant from the U.S. Department of Education. The school has also accessed state funding. The chartering school district invested in capital improvements totaling \$750,000.

College courses are taught in the charter school by university faculty. The cost per course is about \$7,000. Textbooks and curriculum materials are budgeted at \$140,000 for the first full year of implementation. College textbooks account for most of this expense. The school plans to reuse high school and college textbooks over at least three years. The basic per student allocation is used to cover college courses. However, this is possible because of grant funding. Grant funding is not a reliable over the long-term, and the school must find a more sustainable strategy to pay for college courses.

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About the Author

Dr. Michael Webb is Program Director for the *Early College High School Initiative*. Prior to joining Jobs for the Future, he served as vice president of New Visions for Public Schools, where he helped lead the effort to create small schools in New York City. As director of education of the National Urban League, he was responsible for an initiative to involve parents in mathematics and science education reform.



Jobs for the Future seeks to accelerate the educational and economic advancement of youth and adults struggling in today's economy. JFF partners with leaders in education, business, government, and communities around the nation to: strengthen opportunities for youth to succeed in postsecondary learning and high-skill careers; increase opportunities for low-income individuals to move into family-supporting careers; and meet the growing economic demand for knowledgeable and skilled workers.